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ABSTRACT

General information and operational suggestions are provided for the planning and implementation of uniform and continual systems for the evaluation of community college handicapped student programs and services (HSPS). After introductory material describing requirements for quantitative and qualitative data, the handbook discusses the goals toward which HSPS evaluation should be aimed--communicating with the public, providing information to decision-makers, improving existing programs, and providing additional satisfaction to participants. The handbook then discusses the HSPS documentation requirements and describes the use of an Individual Education Plan file in collecting data on the services provided to handicapped students. Legal requirements are then outlined, followed by: (1) a discussion of the use of external and internal evaluators; (2) a description of the planning required for evaluation and a list of suggested planning criteria; (3) a checklist of the steps in determining evaluation purposes and requirements; (4) a discussion of the evaluation of written program goals and objectives; and (5) an examination of the time of evaluation procedures. The handbook includes a bibliography and a glossary and is appended by a list of evaluation models, a selection of evaluation questionnaires, and descriptions of exemplary program evaluations. (JP)

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EVALUATION OF COMMUNITY COLLEGE HANDICAPPED STUDENT SERVICES PROGRAMS

A HANDBOOK

A PROJECT DEVELOPED UNDER A P.A.D.S. GRANT

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STATE PLAN/PDS

As part of a statewide project for handicapped student programs and services (HSP&S) conducted under the auspices of the California Community Colleges Chancellor's Office during the 1979-80 school year, a Program Evaluator's Handbook has been developed. The project, under the direction of Ron Smith of North Orange County Community College District, was primarily developmental in nature and actively involved HSP&S personnel from California community colleges in the development of program components intended to improve the quality of delivery systems for students with disabilities.

In Fall 1979, each of the ten designated college service regions was actively involved in the development of a high priority program component. The product (draft form) of their efforts and further refinement of the materials, came about during a statewide workshop on February 18-19, 1980, at the Sheraton Airport Inn in San Diego. During these meetings, statewide input was received by consultants as a prerequisite for the final development of each component prior to publication.

One of the results of this state project was the assignment to Region IV HSP&S personnel of two evaluation "products" - an inservice presentation, and a handbook. The presentation was to involve participants in discussing self-identified areas of interest about evaluation, in reviewing the procedural "basics" of conducting an evaluation, and applying a sample evaluation strategy for future use in implementing their campus of local HSP&S evaluation. This "hands on" approach to evaluation would be further facilitated with the development and refinement of an evaluation handbook. Early in December 1979, a group of program personnel from Region IV met with a consultant to plan a drive-in workshop to be held at De Anza College. At the regional drive-in workshop, Region IV participants expressed the firm conviction that the evaluation handbook should serve as a resource guide for local programs evaluation and should help facilitate an increased ability on the part of local program personnel to effectively plan and conduct local evaluation strategies. Region IV participants also expressed a position that "This manual be designed for the Coordinators of Programs for the Handicapped. It should be used only as a guide; moreover, it should not be used in part or in total by the California Community College Chancellor's Office or other governing bodies as a requirement for local and/or State program evaluation."

An outline of the proposed handbook was mailed out to HSP&S staff statewide, and input was received from the following colleges and districts.

Los Rios Community College District
College of the Desert
De Anza College
Foothill College
Feather River College
Golden West College
Gavilan College
Hartnell College
Cabrillo College
San Diego Community College District
Monterey Peninsula College
San Fernando Valley College
Long Beach City College
Riverside City College
Costa Mesa College
Chabot College
Skyline College
Imperial Valley College

INTRODUCTION

Evaluation can be an awesome and overwhelming task to professionals in the field. While most special educators/enablers are aware that evaluation is one of their essential responsibilities, they still require assistance in the development of effective components to college plans. Evaluation is simply a process for collecting the kinds of data which will permit local programs to make accurate assessment of what is being or has been accomplished. Colleges must be able to develop evaluation components which collect relevant data, measure quantitative and qualitative information against established program goals and objectives, and periodically measure changes within the program.

The goal of peer and self-evaluation should be that of program improvement. The evaluation component, to be worthwhile, must improve the ability of the college to understand if it is accurately assessing the needs of students; examine its educational planning to determine if educational needs are being efficiently managed; and enable the college to improve programs and services.

An effective evaluation strategy for local programs will deal with diversity, i.e. large program, small program, urban vs rural, etc., by providing a variety of strategies and models for consideration. Evaluation which includes peers will also involve careful inservicing as to the role and function of program audit based on the local plan. Peer evaluators will be most helpful when they operate with an understanding of and sensitivity to local goals and objectives, as well as local political realities and program limitations.

Successful evaluation will get at where a program was in the beginning, how far it has come, and where it hopes to go in the future.

For the purposes of HSP&S program evaluation, the process of evaluation must be defined in terms of program improvement. The key words in this system should be quantity and quality.

Quantity - A valid program evaluation develops data which shows precise demographic statistics; numbers of students in specific areas of instructor or support services, i.e. WSCH, ratio of WSCH per HSP&S, FTE, etc.; data to justify staffing; data to justify program components; follow-up data; timelines; data from user groups; statistical comparisons of disabled students with other students; related costs per program components; and standardized data from tests.

Quality - Program evaluation should help determine the value of HSP&S programs in the lines of students. Decision makers within each college or district need information as to the extent to which a particular program was effective in meeting identified needs or objectives. The major performance areas to be judged quantitatively as a result of evaluation are the effectiveness of advisory committees; the effectiveness of delivery systems; the effectiveness of inservicing staff; the effectiveness of support services; the appropriateness of instruction; and the satisfaction of population served.

PURPOSE

One of the most important aspects of any valid educational plan is that of evaluation. The quality and quantity of individual college plans developed by local handicapped programs should continually and periodically allow for self and peer evaluation. The need to determine levels of local program success and areas for improvement is consistent with state mandated guidelines.

The major purpose inherent in evaluation for community college handicapped programs is that of providing for local college program growth and development. Since the most effective and lasting improvements take place through local efforts, it is critical that each college be encouraged to maintain the freedom to develop and monitor their own unique evaluation system.

To be most functional and helpful, evaluation should foster introspection and point out areas for improvement and areas that are experiencing success. To encourage positive results, peer evaluation and self-evaluation are to be encouraged, rather than punitive techniques.

The overriding purpose of evaluation technology in individual local plans should be to improve the quantity and quality of services to disabled students.

HSP&S evaluation can be defined as "the collection and reporting of information that is useful for decision making". The emphasis on decision making distinguishes evaluation from academic research. Academic research is typically aimed at discovery of "true" relationships and "true" facts. Pragmatic usefulness of these truths may be incidental to the research. Evaluation research, in contrast, strives to be pragmatic and useful, by gathering and structuring information that is appropriate to the specific requirements of specific decision makers who are responsible for making optimum use of specific pools of resources.

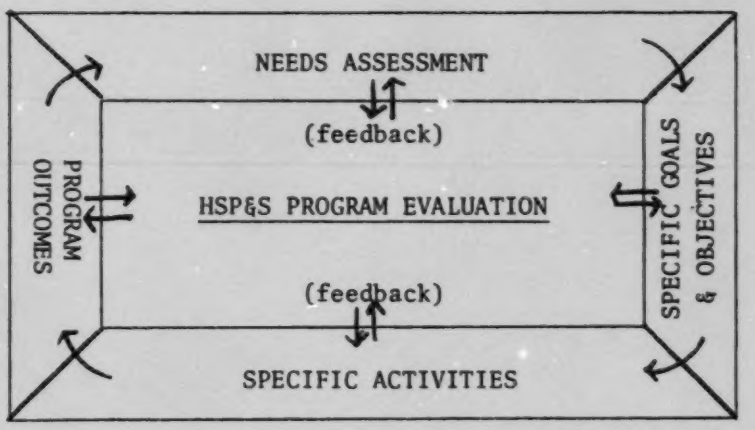
To determine evaluation purposes and requirements, the evaluators should

1. Review program records of outcomes of previous program implementation
2. Determine how the learner, educator, and/or community needs were identified
3. Determine if program goals meet identified needs.
4. Determine if performance objectives are compatible with program goals and needs statements
5. Determine if performance objectives are written in measurable terms
6. Review program activities to be certain that they relate to performance objectives
7. Determine end-of-the-year and interim evaluation requirements
8. Identify preliminary evaluation resources and constraints
9. Develop a composite list of resource requirements and submit the list for staff concurrence and board of education approval

Program evaluation can serve different purposes. Four major ones might be

1. communicating with the public
2. providing information to decision makers
3. improving an existing program
4. providing additional satisfaction to participants

The major purpose of HSP&S is to provide for program improvement in an ongoing fashion. The entire purpose must be a constant re-evaluation of planned change through activities which are cyclical in nature. The process is illustrated below.



Successful program evaluation produces a constant flow of feedback and changes. Goals and objectives should be altered to meet new and emerging needs. Program activities must be revised on a periodic basis. New plans and actions will depend on feedback and revised information. The evaluation process interacts with all the steps included in the circle. The overall purpose of the process is program improvement.

THE NEED FOR LOCAL HSP&S PROGRAM EVALUATION

Effective and local program evaluation techniques and systems for HSP&S can provide a valuable element in the progressive development of services to and for the disabled. The need presently exists for local programs to be able to begin collecting and organizing data as to the levels of success or failure that programs are experiencing in meeting stated goals and objectives. The key elements of evaluation must be included in each local program's comprehensive plan. Local evaluation is a mandated and essential part of the state program for services. According to the Guidelines for AB 77, published by the California Community College Chancellor's Office

"(a) District and College Evaluation. On or before July 15th, or as otherwise directed by the Chancellor, each college shall submit an evaluation of its total program for the fiscal year to the Chancellor's Office and to the Director of Rehabilitation. Forms for the evaluation shall be developed and provided by the Chancellor's Office. The components of this evaluation shall include, but need not be limited to:

(a) A description of each program or service provided.

(2) The number of students benefiting from each service or program.

(3) Information and supporting data indicating the extent to which each specific program objective, as set forth in the comprehensive plan, was achieved.

(4) Explanations of discrepancies between objectives and achivements.

(5) Total expenditures for each program or service provided.

(6) Characteristics of the population served, including age, sex, minority status, and an unduplicated count of disability conditions

(b) Statewide Evaluation. Each Community College district or college utilizing direct excess cost funds shall participate in a statewide evaluation of the effectiveness of services and programs authorized by this chapter."

Local HSP&S programs are also mandated to maintain evaluation documentation on students. An Individual Education Plan (IEP) for every student must be kept on file for students who enroll in accordance with section 56060(c) and receive "supportive services such as parking, equipment, loans, transportation, or mobility assistance". (Please refer to the Gavilan & Riverside college models in Appendix A).

Carried out at the program level, these cooperatively organized plans foster understanding among students and staff, assist students in clarifying their academic goals, and provide a basis for evaluative measures of progress.

The IEP also serves a useful purpose as the college collects data on student profiles. Very little data is currently available nationwide on the success rate of disabled and non-disabled students.

The determination of whether or not disabled students' needs are being met must be arrived at through an ongoing process of evaluation in the IEP. The establishment of a series of relevant procedures for improvement of local programs must include a component that critically evaluates IEPs.

Other essential elements in HSP&S program evaluation might include

1. procedures which assess philosophical constructs

2. procedures which assess the college's capacity to identify the target population

3. procedures which assess the goals/objectives and related activities for all these categories

4. procedures which assess the coordination of human and material resources

5. procedures which assess the inservice training of staff serving handicapped students

6. procedures which assess the college evaluation process

7. procedures which assess inter-agency coordination

8. procedures which assess the appropriateness of the internal organizational structure, the communication process utilized, and staffing patterns

Quantitatively, programs need to check off each of those items which are in need of attention. These are all items that are included in Title 5 regulations and correspond with general HSP&S guidelines. A good check list to be used annually by local programs is the list of parameters defining the district comprehensive plan maintained by the state and Chancellor's Office (See Parameter Check List in Appendix A).

An effective HSP&S program evaluation system can help ongoing programs operate more effectively by providing feedback to staff about what is happening. Frequently, the instruments used to assess program results also can be used to diagnose individual instructional needs. Lacking this information, the solutions may tend toward the same instruction for everyone. With it, the staff can individualize instruction to meet each student's needs. Relevant

program evaluation information may make possible a greater degree of individualization of instruction and also more effective groupings of students for instructional purposes.

Handicapped programs evolve and change over time as students and their needs also evolve and change. Information about the effect of different aspects of a program on students may enable the staff to identify the factors which may need modification as the program proceeds. In any local program, there are persons at different levels who have access to different resources and who will take different actions in their attempts to improve ongoing programs. Staff may adjust instructional methods; the enabler/administrator may assign new personnel and/or resource materials; the district board of education and superintendent may grant additional financial support. Each makes unique contributions and, therefore, has unique needs for evaluation information.

A uniform and continual system of evaluation, meeting locally developed goals and objectives stated in the comprehensive plan, would allow HSP&S staff to meet the need for better program communication with local administration and local community. The relevant data developed by the instrumentation would provide a needed basis for developing strategy on requests relating to program development and the need for additional resources.

LEGAL REQUIREMENTS

Presently, there exists a great need among HSP&S staff statewide for centralization and awareness of the legal mandates and requirements supporting services to and instruction for disabled students on California community college campuses. Local community college HSP&S staff must understand that section 56064 of Title 5 states that

> "(b) each plan (comprehensive) shall include . . . (8) a statement of the evaluation plan. When a plan for the delivery of educational services and programs is developed, along with that plan is developed the evaluation component."

Local evaluation must be consistent with district and college mandated requirements, AB 77 guidelines, Title 5, section 56066 local requirements, Section 504 of the Rehabilitation Act, VEA guidelines, and other state and federal regulations. HSP&S staff must be aware that they all form the critical legal basis underscoring the need for program self-evaluation. According to Section 504 regulations, p. 11

> "(c) Self-evaluation. (1) A recipient shall, within one year of the effective date of this part:
>
> (1) Evaluate, with the assistance of interested persons, including handicapped persons or organizations representing handicapped persons, its current policies and practices and the effect thereof that do not or may not meet the requirements of this part. . ."

(Please refer to 504 Self-Evaluation questionnaire in Appendix D)

Because "higher education institutions must assure accessibility of programs and activities to handicapped students and employees", a self-evaluation of a college's current policies and practices is federally required. An accountability process which assured quality vocational education programs for handicapped students is required if the college receives VEA funds. Thus, an overview of the COPES (Community College Occupational Programs Evaluation System) should be read by all HSP&S staff.

College personnel responsible for program evaluation should become conversant with college and district mandates as they will impact on local evaluation requirements, i.e., program faculty, classified, and administrative evaluation, as well as local interpretations and contractural limitations under local collective bargaining agreements.

Special care should also be taken to consider the legal mandates involving related agencies and other community, state and federal entities.

BETTER PROGRAM INFORMATION

The success of local HSP&S plans depend to a great extent on how clearly the local evaluator delineates the purposes of program evaluation; the overview of the evaluation process; the role of the program evaluator; the steps to be taken in evaluation planning, the nature of the data to be developed, as well as the handling and communication of information; and the final utilization of information for program development and overall improvement of services.

Better program information will be developed through the implementation of more sophisticated systems of data retrieval. Many elements such as program size and budget, local resources such as research and development staff availability, and evaluator background, will impact on the quality of information developed.

Local comprehensive plans must, by law, include information and supporting data indicating the extent to which each specific program objective, as set forth in the plan, was achieved, as well as explanations of discrepancies between objectives and achievements.

Evaluation is the means of obtaining information to answer questions such as "How well did we do?"; "Did we reach/achieve our program goals and objectives?"; "How are our services/instruction benefiting handicapped students?"; and/or "Are handicapped students, because of our services/instruction, better able to succeed in the college's regular classes?" At the same time, evaluation is a management tool that provides relevant data for the purposes of making essential decisions. These decisions may relate to the extension or continuance of a service/activity and/or to make a necessary change to improve the service(s). In other words, conducting an evaluation is a means for obtaining valuable data about a program, during and after the services have been provided, in an effort to <u>prove</u>, as well as <u>improve</u> your program.

Evaluation is a continual process that can help you in keeping pace with handicapped students/program needs and changes. Moreover, the central focus of the evaluation is on the <u>program</u> rather than on the program's staff. Thus, this guide will concern itself with providing better information and materials on how to plan and implement a program evaluation for the purpose of providing staff with vital data about the program's impact on the handicapped student's educational achievements.

THE ROLE OF THE EVALUATOR

The role of the program evaluator may be perceived in a number of ways. One view is that of an external person who is called in to assess and verify program success or failure and who will certify to a particular audience that a particular program did or did not attain a specified degree of success. This person may also be seen as an objective and unbiased observer, as well as one who may have new insights not readily apparent to those who have been close to the program.

Another view is that of an internal person who is part of the program and whose primary function is to work closely with program staff on evaluation matters. Together, they gather information that can be used in improving the day-to-day operation of the program and in learning at the end what happened.

While these two roles are not necessarily mutually exclusive, the emphasis is sufficiently different that the kinds of information they gather and the reports they make are probably significantly different. What one sees as the function of the evaluator is directly related to what one sees as the purposes of the evaluation. Most programs would benefit from an evaluator who is oriented to neither view, but is able to incorporate elements of both in his or her evaluation. Some advantages and disadvantages of the internal and external models are listed below.

External Evaluator

Advantages:

1. Probably has more competence in program evaluation techniques
2. Brings the objectivity of an outside observer
3. Probably has no vested interest in program outcome
4. Takes on the major part of the evaluation burden from the existing staff

Disadvantages:

1. Will take longer to understand a program and the evaluation requirements
2. Lacks ongoing working relationship with program staff, school and district personnel
3. Seen as an outsider by program staff
4. Time schedule of evaluator may not always match local needs.

Internal Evaluator

Advantages:

1. Is apt to be more familiar with the total school setting
2. Has established working relationship with program staff

3. Understands channels of communications within the school, the school district and the community

4. Is familiar with all details of the program

5. Has a personal interest in the success of the program

Disadvantages:

1. May have a vested interest in program outcome

2. May reflect bias of program staff in the design and report

3. May be overburdened by other duties and unable to devote adequate time to the program evaluation

4. May not have skills required in evaluation

THE PLANNING FOR EVALUATION

The success of a HSP&S program and evaluation depends to a great extent upon how clearly the evaluator understands at the start what things should be like at the end. It is critical, then, to decide early in the evaluation process what purposes the program evaluation is expected to serve and who will be involved in defining them.

In HSP&S, a closed loop should exist through implementation of continuous and periodic program evaluation. Early planning should consist of surveying and formally documenting the outcomes of previous year's activities and determining status and needs in the areas served by the program. The local evaluator or evaluators would then ascertain what goals and objectives have been set for the program, i.e., district or college master plan, comprehensive plan, etc., and what these mean in terms of program evaluation. The link between program planning and evaluation planning is in the formulation of program objectives into terms that are measurable and with respect to which adequate measurement information can be collected and analyzed to satisfy evaluation requirements.

Since data collection and documentation can be both costly and time consuming, HSP&S should choose retrieval and collection systems which are cost effective and adequate in assessing the goals and objectives of the specific program.

Individual programs must decide who will read and be interested in the data collected. The quantity and quality of information for documentation has a price tag on it, and each local evaluation component must contain realistic constraints.

There are two types of program evaluation with which evaluators are concerned. They are formative and summative. Formative evaluation takes place during the development of a program. It is concerned with fine tuning the implementation processes as the program moves toward the attainment of specified objectives. Formative evaluation provides the decision maker with information during the course of program development and execution for possible mid-course corrections to help assure that the program objectives are eventually met in an effective and economical way.

Summative evaluation takes place at the end of a program or program cycle. This type of evaluation is concerned with measuring levels of achievement and the success or failure of operational procedures.

The evaluation process divides itself into three major phases: (1) planning, (2) conducting, (3) implementing the results. Each phase has a series of components. The planning phase should include the determination of evaluation purposes and objectives, the development of a general evaluation plan, the determining of a specific evaluation design, and the obtaining of specific and relevant assessment tools. In the conducting of a valid evaluation process, the way in which data is collected and analyzed is a critical bridge between planning and implementation of report results and evaluation findings.

Ideally, HSP&S would be developing information during and at the end of a program cycle. The types of evaluation data would include the following:

Product data - focuses on the outcomes, results, or products of program activity. The purpose of collecting such information is to measure and assess status and accomplishments at the start, during, and at the end of a program cycle. Product data should be related to established program goals and objectives which are directly referenced in the comprehensive plan. For example, an end-of-the-year summative evaluation of a pilot career education program for disabled students, with the goal to develop job interview and communication skills with disabled students, might show 50 percent of the job interview and communication performance skills objectives were successfully accomplished by 50 percent of the students.

Process data - focuses on the activities and procedures applied to the achievement of the desired outcomes. The purpose of collecting such information is to provide measurements and assessments which will help determine the effectiveness of the various things done in the operation of a program. Process data make it possible to monitor an activity or program to identify and/or predict procedural difficulties before they loom large. For example, early in a year the decision maker may want to know whether instructors and instructional associates are implementing instructional activities as agreed. Process data gathered with a formative purpose can help keep a program on the track. Gathered with a summative purpose, they can help in understanding the historical development of the program in time, after a certain cycle (such as a year) has been completed.

Context data - describes the environment in which the program activities are taking place. This might include facilities equipment, supplies, rules, resources, instructor skills and behaviors, attitudes of staff and students, etc.

Context data are useful in making judgments on whether program objectives are feasible. They also serve to identify variables that may keep the program from meeting its performance objectives.

The selection of appropriate assessment instruments depends on the kind of information needed to answer the questions posed in the evaluation. There are a number of different kinds of assessment instruments that are available in educational research and that should be considered when a selection is to be made. The following are optional types of instruments to be considered.

1. Norm-referenced tests
2. Criterion-referenced tests
3. Questionnaires
4. Interview Guides
5. Observation record forms
6. Rating sheets
7. Record summary forms
8. Structured narrative reports (Please refer to Appendix B)

Each of these types of instruments has a particular strength and should be considered in the light of criteria developed for the specific evaluation. Some general criteria might be

1. Does the instrument adequately measure what you want to measure?

2. Will the instrument produce consistent data at different times and with different groups?

3. Is the instrument appropriate for the specific population or group in question?

4. Is the instrument easy to administer and score?

5. Is the cost of the instrument, its administration and scoring reasonable and within budgetary contexts?

SUGGESTED HSP&S
PROGRAM EVALUATION PLANNING FORM

PROGRAM OBJECTIVES	What objective is being evaluated? What is the goal or need statements to which this objective relates? Is this objective written in such a form that it can be measured? Is the implied measure appropriate for the objective?
EVALUATION DESIGN	What questions must this design address? What information must this design be able to produce in order to answer these questions? To what purposes of evaluation do these questions relate? What information will the audience accept as evidence related to the purpose of the evaluation?
ASSESSMENT INSTRUMENTS	What kinds of assessment instruments will be the most appropriate to secure the information required in the design? (Norm or criterion referenced tests - questionnaires - interviews - observations - rating scales - log sheets - narrative reports)
ADMINISTRATION DATES AND PERSONNEL	During what month or months should assessment take place? Who would be the most appropriate person to collect the data? Who is responsible for assigning personnel and dates?
DATA ANALYSIS TECHNIQUES	What kinds of scores will be most useful in providing the information needed, as identified in the purpose and in the design? What kinds of data analysis will be most appropriate? Will outside help be required to do the required analysis?
MONITORING PROGRAM ACTIVITIES	What activities are central to the accomplishment of the objectives? What information must be collected to accomplish the purposes of the evaluation?
MONITORING DATES AND PERSONNEL	Who will perform the monitoring function? How frequently must the activities for this objective be monitored? To whom should the monitoring be reported?
KEY REPORTING DATES	Who will be interviewed to ensure that reporting dates meet decision or user requirements? Who will establish reporting deadlines?

WHO IS TO RECEIVE THE REPORT(S)	What different audiences will receive evaluation reports on this objective? Have the questions identified by the audiences during the initial design step been addressed in the evaluation report? Have the purposes of the evaluation been accomplished?
DETERMINING HOW THE DATA REPORTS WILL BE USED	What activities have been planned to ensure the most effective use of the evaluation reports?

SUGGESTED HSP&S
CHECKLIST OF THE STEPS IN DETERMINING
EVALUATION PURPOSES AND REQUIREMENTS

	Step Started	Date Completed
DEFINE EVALUATION PURPOSE Determine from decision makers the purpose of the evaluation. The purpose will dictate the types of evaluation that must be conducted.		
REVIEW NEEDS ASSESSMENT, PROGRAM GOALS, AND PROGRAM OBJECTIVES Determine whether a needs assessment was conducted by the decision makers. Review program goals to determine whether they address the needs or problem areas. Review performance objectives to determine that they are compatible with program goals. Are the objectives stated in unambiguous terms?		
REVIEW PROGRAM ACTIVITIES Review program activities to judge whether they can be expected to contribute to achievement of the objectives. If the activities do not match the objectives, recommend revision of the activities or objectives.		
IDENTIFY EVALUATION REQUIREMENTS Request that decision makers identify the information they will require to make end-of-year decisions about the program. Determine process, product, and context data that should be collected. Determine the information required by decision makers to make interim decisions. Determine when the information is required.		
IDENTIFY EVALUATION RESOURCES AND CONSTRAINTS Determine the resources and constraints which will affect the conduct of the evaluation. Advise decision makers of those resources which are available and those that are required. Submit recommendations to decision makers for reconciling discrepancies between resources available and those required.		

THE CONDUCTING OF PROGRAM EVALUATION

Program evaluation is frequently thought to be a sequence of activities such as choosing assessment instruments, collecting and analyzing the data obtained by the instruments, and reporting the results. However, good program evaluation consists of much more than that. In developing an evaluation plan, one must ask

1. What are the questions the program planner wishes to have answered?

2. What is expected of the program by the different publics such as students, instructional staff, the principal, the citizens advisory committee, the superintendent, and the board of education?

3. What questions does each of the groups served want answered as a result of the program evaluation?

4. What kind of information will each audience accept as evidence for answers to its questions?

Only after addressing such questions can one begin to plan program evaluation strategies.

One of the first things that an evaluator should do is to become well acquainted with the program to be evaluated. If the evaluation has been part of program planning, the evaluator probably will have been involved in planning the program from its inception. He or she has probably become familiar with learner, educator, and community needs when these were identified. If the evaluator is a more recent arrival, he or she has probably been thoroughly briefed about the program. In situations when evaluation has not been a central part of program plans, an evaluator frequently is not called in until the program has been developed and is about to be implemented. At that time, the evaluator may be provided with a copy of the program document and asked to develop a design and plan for a program evaluation.

If you as an evaluator are faced with this latter situation, be certain that you are provided with the record of previous planning before beginning your task.

As an evaluator, you will want to learn how objectives were set and how they were seen to be related to existing needs. It would be important to document whether all who have an effect on pupil learning were given the opportunity to recommend and to set priorities for objectives to be addressed by the instructional program.

The evaluator's next task would be to review the program goals and objectives to satisfy himself or herself that they relate directly to identified needs and to each other. Part of this task is to see that the objectives are stated in unambiguous terms and that it is uniformly understood what results are expected from the program. This will help the program manager, the program evaluator, and the staff to reach agreement on the direction in which the program should be moving and what it should be accomplishing.

The general responsibility of writing objectives lies with the program director; however, if the objectives are not clear, it is the evaluator's role to seek clarification. At times, it may be necessary for the evaluator to assist in the rewriting of the objectives or to suggest alternative statements.

Clearly stated performance objectives are the key to the evaluation process. This is because the objectives set the stage for deciding the nature of the evaluation to be performed, the kind of design to be developed, the types of instruments to be used, the resources required to perform the evaluation, and the style and organization of the evaluation reports. It is imperative that the objectives are carefully formulated, that they relate recognizably to program goals and needs statements, and are framed in ways that make them measurable.

The ability to set meaningful goals and objectives is a very valuable skill which, when applied correctly, will help ensure success in both the program and program evaluation. Goals and objectives can help answer the questions "What do we want to accomplish?" and "How will we know when we have accomplished it?" A goal is usually a general statement of the long-term results that one might hope to reach or come close to reaching. An objective is developed to reflect a specific outcome of goal-related efforts and is stated in terms of measurable changes or improvements that are expected. The main difference between the two is that an objective by its definition is measurable, whereas a goal is seldom stated in measurable terms.

The following chart summarizes the differences between the two.

GOALS AND OBJECTIVES ARE NOT THE SAME

Goals	Objectives
1. Broad in scope	1. Define intent
2. General statements of aspiration	2. Define expected outcomes in measurable terms
3. Long-term or far reaching	3. Capable of being accomplished within a specified time frame

The ultimate requirement of evaluation is to serve the needs of the audiences to which the program director is accountable. To make certain that both interim or formative and end-of-the-year or summative evaluation are efficient and provide the best possible information for program use, the evaluator should address the following questions early in the evaluation planning stage.

Who Requires Information? Generally speaking, everyone who has a responsibility for some phase of the program is a decision maker, and he or she will require evaluative information. The evaluator should identify decision makers as early as possible and make personal contact with each to stress the desirability of working closely together throughout the program period and to learn about their information requirements.

What Decision Making Information is Required? During the program period, various staff members with program responsibilities will require information in areas of concern to them. Since responsibilities are not always clear cut,

the decision makers must tell the evaluator which program elements are of interest and what types of information are needed for each. Unless the evaluator has this information, he or she may not be able to provide sufficiently useful data to decision makers. Ideally, to ensure that information collected and analyzed will be as meaningful as possible, the decision maker should formulate questions related to program objectives or concerns that the evaluator should address. Questions submitted by decision makers then can be translated into functional terms for inclusion in the evaluation design, the data collection instruments, the data analysis plan, and in the outline for the evaluation report.

When is the Information Required? Information gathered needs to be both instructive and timely. To assure that program evaluation reports are submitted when required, a reporting timeline should be developed.

IMPLEMENTATION AND ACTIVITIES IN EVALUATION

HSP&S staff must establish realistic systems that integrate evaluation into general program timelines. Staff administration of assessment instruments and deployment of personnel must be consistent with overall program needs.

Once dates have been set for administration of the instruments and personnel have been assigned to administer them, there are a number of questions to consider such as

1. Will the assessment dates conflict with other events in a way that might diminish the reliability of the data?

2. Will the assessments dates allow for adequate measurement of the program or program elements?

3. Will the assessment dates allow the data to be collected, analyzed, and reported to the recipient on time?

4. Who can do the assessment with the greatest accuracy and with the least disruption to the regular school schedule?

5. Will special inservice training be required to get good results?

6. Do individuals involved in the data collection have a vested interest in the outcome?

7. Are personnel available on the staff or will outside personnel be required?

Following the review of the evaluation plan and the determination that the required resources are available, some sort of implementation schedule should be prepared. One of the more common procedures is to use a timeline on which all actions are listed and the estimated amount of time and actual dates of implementation are recorded.

Determining how a program is being conducted is done through a process of program monitoring. Monitoring eanbles the evaluator to identify unexpected situations or conditions that might impede the implementation of the project and that need the immediate attention of the project director, to collect data for interim reporting, and to observe unanticipated behavior.

Programs frequently include a great many activities. Consequently, it may not be feasible to monitor every one of them, and criteria will have to be established so that the evaluator will monitor only those activities that will yield the most useful information. One such criterion might be the degree to which the program would be affected if a particular activity were or were not continued. Another might be to emphasize activities that appear to be most closely related to the stated program objectives.

The costs of required evaluation materials and equipment have to be identified and matched against both available materials and equipment and the budget. Resolution must be reached when there is a discrepancy between required materials and equipment and the available resources.

Costs of such required services as consultants and data processing must be matched against resources. Resolution between required services and resources must be made before the evaluation plan can be put into operation.

In summary, evaluation planning brings about a balance between the resources that are required and those that can be made available. Give and take is involved here. In some cases, resources can be added to match the requirement; in others, the requirement is modified to a less ambitious approach.

Data analysis consists of organizing a quantity of data so that its meaning may be understood. Techniques of analyzing data range from a simple rank ordering of scores to very complex statistical treatment. Data analysis techniques allow the reader to identify relationships that are not apparent in the initial raw data and make it possible to do such things as compare different groups or the same group at different times.

Listed below are some methods of arranging or displaying data for analysis.

1. Total raw scores
2. Mean (average) scores
3. Median scores
4. Modal scores
5. Percentage scores
6. Rank order listings
7. Frequency distribution
8. Correlations

Key Reporting Dates

In establishing reporting dates, the evaluator must determine when the information in the report is needed by the recipient. Also to be considered is when the information to be reported will be available.

SUGGESTED HSP&S
PROGRAM EVALUATION TIMELINE

TASKS	COMPLETION DATE	1	2	3	4	5	6	7	8	9	10	11	12	Program Evaluator	Program Director	Teaching Staff	Other Profes. Staff	Teacher Aides	Clerical Staff	Other
Total Person Days																				

One major difficulty in evaluation is the question of what to do with the feedback and/or results. Most often, evaluation breaks down because programs follow a flat-tine evaluation model rather than the circular process suggested earlier. The key to ongoing program improvement is the honest use of feedback in the altering of program goals and objectives. Whether service levels decrease or increase from one year to the next, data regarding quality and quantity of the delivery systems should be explicitly recorded in the comprehensive plan. Each implicit goal or objective, reached or not obtained, should form a legitimate part of the historical evaluation record.

The evaluation plan should include a monitoring system to track implementation. This system can be expressed in the comprehensive plan in narrative form and/or through a checklist sheet maintained by the program at periodic intervals. It seems logical to list change items and/or new goals and objectives that are outcomes of evaluation. A plan for implementation of these items, along with projected dates for completion, should be listed. The closed loop nature of evaluation is completed only when dates for actual implementation are recorded. In the event that items are not implemented, some comment as to the reasons for failure should also be recorded.

SUGGESTED HSP&S
IMPLEMENTATION OF FEEDBACK

ITEM	PLAN	COMPLETION DATE/GOAL	COMPLETION DATE/ACTUAL	COMMENTS

CLASS _____ INSTRUCTOR _____

STUDENT NAME	PRE TEST	POST TEST	IEP OBJECTIVES	REVIEW IEP	REVIEW IEP	REVIEW IEP	REMARKS

APPENDIX A

MODELS

Center for the Study of Evaluation. Elementary School Evaluation Kit. Obtainable at $80.00 from: Allyn and Bacon, Inc., Langwood Division, Boston, Mass. 02210.

Evaluation Workshop II: Needs Assessment/Preliminary Version. CTB/McGraw-Hill, De Monte Research Park, Monterey, California 93940. Telephone 408/373-2932.

School and Community: Partners in Education. School District Goals. Fresno County Department of Education, 2314 Mariposa Street, Fresno, California, 93721, Cost $12.00 for materials on Fresno planning model.

School and Community: Parterns in Education. School/District Profile. Fresno County Department of Education, 2314 Mariposa Street, Fresno, California, 93721, Cost $12.00 for materials on Fresno planning model.

Inter active Education, Inc., In-Service Education, 123 Sylvan Ave., Englewood Cliffs, New Jersey 07623. Anne Wennhold, Director; 201/947-0458.

Workshop Packet for Educational Goals and Objectives. Phi Delta Kappa, Inc., Eight and Union, Box 789, Bloomington, Indiana, 47401. Kit $28.00.

Sharing Decisions-Dallas Style: An Overview of Dallas Model for Shared-Decision-Making. Dallas Independent School District, Communications and Community Relations Department, 3700 Ross Avenue, Dallas, Texas, 75204, 1973.

Project Next Step Training Materials. Worldwide Education and Research Institute, 2315 Stringham Avenue, Salt Lake City, Utah, 84109, 8-1/521-9393.

APPENDIX B

More care should be taken by HSP&S staff to select appropriate assessment instruments. There are a number of different kinds, and each has its own strengths and weaknesses. Generally, HSP&S coordinators do not have the time, resources, or expertise to become involved in formal program evaluation that follows a highly structured or traditional research orientation. Instead, it is proposed here that relatively simple and less rigorous evaluation measures be adopted. The simple analysis of data in action research lends itself better to the serious constraints on time and resources. Findings in action research can be more easily and immediately applied to the development of program and more often provide understandable feedback for program improvement. It is recommended that HSP&S evaluators rise above casual or "common sense" approaches to evaluation. In this latter case, subjective opinion of the participants becomes the only vehicle for evaluation, and generally, no attempt at objective analysis is ever reached.

Questionnaire - This is the single most widely used technique in education. It requires a careful, clear statement of the problem underlying the questionnaire. Otherwise, ambiguity and misinterpretation will invalidate the findings.

Construct the questionnaire skillfully. Make directions clear and overcome resistence by explaining carefully the reason for the questionnaire. Avoid wordiness and ambiguity. Objectivity is important. If possible, categories should be anticipated. These should be offered as alternatives to an objective question. Eliminate unnecessary processing steps or inferential options for the respondant. Avoid questions that are threatening. Avoid questions that lead or those that are threatening to the respondant.

Pretest the questionnaire.

Letter of Transmittal - All mail questionnaires should be accompanied by letters eliciting support. A well documented need, along with official sanction and prestige enhances the number of responses and increases validity.

Program questionnaires have some problems with non-responding subject implications and the effect of familiarity with the subjects being questioned.

STUDENT PROGRAM EVALUATION QUESTIONNAIRE

Riverside City College wishes your input in evaluating its services and programs for disabled students. We think student views are a valuable asset in providing the necessary appropriate services to enhance success here at Riverside City College. Please read the explanation below and check the appropriate spaces to the right.

DIRECTIONS ON RATING:

Excellent
Good
Acceptable
Poor
Below Expectations
Don't Know

How would you rate the following:	Excellent	Good	Acceptable	Poor	Below Expectations	Don't Know
1. Reputation of the college as a place for disabled students?	___	___	___	___	___	___
2. Quality of instruction and courses available to assist disabled students?	___	___	___	___	___	___
3. Adequacy of special facilities on campus to assist disabled students (toilets, maps, adaptive instructional equipment, etc.)?	___	___	___	___	___	___
4. Adequacy of special instructional materials to assist disabled students (visual aids, texts, handouts)?	___	___	___	___	___	___
5. Willingness and desire of instructors to assist and accommodate disabled students?	___	___	___	___	___	___
6. Availability and helpfulness of counselors in career planning and job preparation?	___	___	___	___	___	___
7. Availability of information about college programs which prepare for various occupations?	___	___	___	___	___	___

STUDENT PROGRAM EVALUATION QUESTIONNAIRE Continued:

	Excellent	Good	Acceptable	Poor	Below Expectations	Don't Know
8. Provision of special classes for students with particular handicaps?	___	___	___	___	___	___
9. Provision of special assistance outside the classroom (tutors, readers, etc.)?	___	___	___	___	___	___
10. Provision of club or other special interest or social group activities for disabled students?	___	___	___	___	___	___
11. Provision of a centralized place on campus with trained staff where disabled students can obtain specialized assistance (i.e., Enabler Center, Disabled Students' Center)?	___	___	___	___	___	___
12. Placement in finding employment for disabled students and contributing to their on-going success?	___	___	___	___	___	___

STAFF QUESTIONNAIRE

This questionnaire is designed to assist the Programs for the Disabled in providing services to disabled students by inviting your input to the following questions below. If the question does not pertain to you, please indicate by marking "n/a".

1. Do you feel that in-service training is adequate to assist you in your duties? YES ___ NO ___ If no, what are your suggestions?

2. Do you feel that monthly training sessions are needed to assist you? YES ___ NO ___

3. Are you willing to participate in a concentrated 4-8 hour weekend session to improve your skills? YES ___ NO ___

4. Please check the areas below in which you would like to receive additional training:

   Medical Terminology _____

   (Peer) Counseling Techniques _____

   Campus Program & Services Orientation _____

   Other (Specify) _____

   _____

   _____

   _____

   _____

PROGRAM EVALUATION QUESTIONNAIRE

Riverside City College wishes your input in evaluating its programs and services for disabled students. This questionnaire is directed toward items addressed in the Comprehensive Plan submitted to the Chancellor's Office in Sacramento. In order to complete the questionnaire you will have to read the corresponding section in the Comprehensive Plan. Please check the appropriate response, or write in your response.

1. Is the philosophical statement adequate? YES ___ NO ___

   Additions:

   Deletions:

2. Are the student identification procedures and methods adequate? YES __ NO ___

   Additions:

   Deletions:

3. Are the extensiveness and quality of services and programs adequate?

   YES ___ NO___

4. Are the goals/objectives and related activities for the physically, communicative and learning disabled adequate? YES ___ NO ___

   Additions:

   Deletions:

5. Are the coordination of human and material resources adequate? YES ___ NO ___

   Additions:

   Deletions:

6. Is the college evaluation process adequate? YES ___ NO ___

   Additions:

   Deletions:

PROGRAM EVALUATION QUESTIONNAIRE Continued:

7. Are the in-service training programs for collegiate staff serving the disabled adequate? YES ___ NO ___

   Additions:

   Deletions:

8. Is the interagency coordination adequate? YES ___ NO ___

   Additions:

   Deletions:

9. Is the budget processes adequate? YES ___ NO ___

   Additions:

   Deletions:

10. Is the appropriateness of the internal organizational structure, the communication processes utilized, and the staffing patterns adequate? YES ___ NO ___

    Additions:

    Deletions:

Handicap Questionnaire--Administrators

84.11 No qualified handicapped person shall be subjected to discrimination in employment under any program or activity sponsored by the College.

1. What steps has your Administrative Unit taken to employ and/or promote handicapped persons?

2. Does your Administrative Unit make all employment decisions in a manner which ensures that discrimination on the basis of handicap does not occur or limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of their handicap?

3. Are you aware of any contractual or other relationship between the College and other referral and employment agencies, labor unions, organizations providing fringe benefits to employees, or providing training or apprenticeship programs that has the effect of subjecting qualified handicapped applicants or employees to discrimination?
   Specific areas referred to in this question are:
   a. Recruitment, advertising, and processing of applications for employment
   b. Hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff and rehiring
   c. Rates of pay or any other form of compensation and changes in compensation
   d. job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists
   e. Leaves of absence, sick leave and other leave
   f. Fringe benefits, available by virtue of employment, whether or not administered by the College
   g. Selection and financial support for training, including apprenticeship, professional meetings, conferences, and other related activities, and selection for leaves of absence to pursue training
   h. Employer sponored activities, including social and recreational activities

4. What steps has your Administrative Unit taken to accommodate handicapped employees? (include such accommodatations as making facilities accessible, job restructuring, part time or modified work schedules, the provision of readers or interpreters).

5. What specific efforts has your Administrative Unit made to recruit and retain handicapped employees?

6. Has your Administrative Unit denied employment to anyone because extra accommodations would have been necessary for the person to do the job? If yes, please explain the circumstances.

7. Are criteria and tests used to select employees designed to assess a person's job-related skills rather than reflecting their disabilities?

8. The Affirmative Action Office with the assistance of the Handicapped Services Staff would like to conduct an in-service session on employment rights and opportunities for the handicapped. This session will seek to eliminate possible attitudinal barriers against handicapped persons and inform staff about Section 504 regulations as they affect our current selection procedures. Would such an in-service session be helpful to the people in your Administrative Unit? If yes, when would be the most appropriate time to hold the activity?

84.21 Program Accessibility No qualified handicapped person shall be denied the benefits of, or participation in, or otherwise subjected to discrimination in programs and/or activities sponsored by the College because of inaccessible or unusable facilities.

1. Are handicapped persons excluded from any program or activity (when viewed in its entirety) because of inaccessible or unusable facilities?

2. What physical or structural obstacles in your building limit handicapped students' access to programs and activities? How could they be modified?

3. Do you publicize programs and activities in ways that ensure that handicapped persons are informed (including those with impaired vision and hearing)?

4. Would an in-service session on program accessibility for handicapped students be helpful to you and your staff?

84.42 Admission and Recruitment Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in recruitment activities.

1. Do you or members of your staff make pre-admission inquiries about students' handicaps?

2. What current activities or future plans do you have to increase the number and scope of participation in programs and activities for handicapped students?

84.44 Academic Adjustments The College shall make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified student. Academic requirements that the College can demonstrate are essential to the program of instruction being pursued by such a student, or to any directly related licensing requirement, will not be regarded as discriminatory.

1. Does your Administrative Unit make modifications in academic requirements for handicapped students? (Such as: changes in the length of time permitted for completion of degree requirements, substitutions of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.)

2. How do you and others in your Administrative Unit evaluate students' progress when their impairments interfere with your usual assessment methods?

3. Are auxiliary aids used in your area? (Such as: amplified oral materials for hearing impaired students, readers for students with visual impairments, or classroom equipment adapted for use by students with manual impairments.)

4. (Physical Education) How are P.E. and athletic activities provided for handicapped students? To what extent are handicapped students integrated into the regular P.E. and/or athletic programs and activities?

5. Are alternative methods to evaluate academic achievement of handicapped students used in your division? (Test results should reflect the students' achievement in the course, rather than their impaired sensory, manual, or speaking skills, except where such skills are the factors that the test purports to measure.)

6. (For appropriate staff people) What special procedures have been established in Financial Aide, Job Placement, Counseling, and Student Activities, including student clubs and student government, to insure that handicapped students are equally served?

Handicap Questionnaire--Divisions

84.11 No qualified handicapped person shall be subjected to discrimination in employment under any program or activity sponsored by the College.

1. What steps has your Division taken to employ and/or promote handicapped persons?

2. Does your Division make all employment decisions in a manner which ensures that discrimination on the basis of handicap does not occur or limit, segregate, or classify applicants or employees in any way that adversely affects their opportunities or status because of their handicap?

3. What steps has your Division taken to accommodate handicapped employees? (Include such accommodations as making facilities accessible, job restructuring, part time or modified work schedules, the provision of readers or interpreters.)

4. What specific efforts has your Division made to recruit and retain handicapped employees?

5. Has your Division denied employment to anyone because extra accommodations would have been necessary for the person to do the job? If yes, please explain the circumstances.

6. Are criteria and tests used to select employees designed to assess a person's job-related skills rather than reflecting their disabilities?

7. The Affirmative Action Office, with the assistance of the Handicapped Services Staff, would like to conduct an inservice session with employment rights and opportunities for the handicapped. The session will seek to eliminate possible attitudinal barriers against handicapped persons and inform staff about Section 504 regulations as they affect our current selection procedures. Would such an in-service session be helpful to the people in your Divisions? If yes, when would be the most appropriate time to hold the activity?

84.21 Program Accessibility No qualified handicapped person shall be denied the benefits of, or participation in, or otherwise subjected to discrminiation in programs and/or activities sponsored by the College because of inaccessible or unusuable facilities.

1. Are handicapped persons excluded from any program or activity (when viewed in its entirety) because of inaccessible or unusable facilities?

2. What physical or structural obstacles in your building limit handicapped students' access to programs and activities? How could they be modified?

3. Do you publicize programs and activities in ways to ensure that handicapped persons are informed (including those with impaired vision and hearing)?

4. Would an inservice session on program accessibility for handicapped students be helpful to you and your colleagues?

84.42 Admission and Recruitment Qualified handicapped persons may not, on the basis of handicap, be denied admission or be subjected to discrimination in recruitment activities.

1. Do you or other members of your Division make pre-admission inquiries about students' handicaps?

2. What current activities or future plans do you have to increase the number and scope of participation in programs and activities for handicapped students?

84.44 Academic Adjustments The College shall make such modifications to its academic requirements as are necessary to insure that such requirements do not discriminate or have the effect of discriminating, on the basis of handicap, against a qualified handicapped student. Academic requirements that the College can demonstrate are essential to the program of instruction being pursued by such a student, or to any directly related licensing requirement, will not be regarded as discriminatory.

1. Does your Division make modifications in academic requirements for handicapped students? (Such as: changes in the length of time permitted for completion of degree requirements, substitution of specific courses required for the completion of degree requirements, and adaptation of the manner in which specific courses are conducted.)

2. How do you and others in your Division evaluate handicapped students' progress when their impairments interfere with your usual assessment methods?

3. Are auxiliary aids used in your area? (Such as: amplified oral materials for hearing impaired students, readers for students with visual impairements, or classroom equipment adapted for use by students with manual impairments.)

4. (For Physical Education Division only) How are P.E. and athletic activities provided for handicapped students? To what extent are handicapped students integrated into the regular P.E. and/or athletic programs and activities?

5. Are alternative methods to evaluate academic achievement of handicapped students used in your Division? (Test results should reflect the students' achievement in the course, rather than their impaired sensory, manual, or speaking skills, except where such skills are the factors that the test purports to measure.)

6. (To be answered by appropriate staff people) What special procedures have been established in Financial Aid, Job Placement, Counseling, and Student Activities, including student clubs and student government, to insure that handicapped students are equally served?

Interviews

The research interview has some advantages over the questionnaire method in that it permits greater depth, permits probing to obtain more complete data, makes the establishment of rapport with the respondent easier, and provides a means of checking and assuring the effectiveness of communication between the respondant and the interviewer.

The disadvantages include the high cost, inconvenience and subjectivity introduced by the interviewer.

Reliability increases with objectivity. Structured, rather than unstructured, interviews are recommended.

Plan carefully an interview evaluation by defining carefully the purpose of the study, translate the general goals into detailed and specific objectives, develop a tentative guide to follow during the interview, and develop a method of coding and/or recording responses.

Questions must be formed in language that insures effective communication between the interviewer and respondant. Ascertain whether the population being questioned actually has information sought by the interview and that there esists a reasonable possibility for recovery of this information.

EXAMPLE: San Diego Community College District

___ Now Attending
___ Not Attending

Handicap
___ Learning
___ Physical

E.C.C. Special Program Survey Interview

I. Background Information

Do you consider yourself part of an ethnic minority?

_____yes _____ no _____ Which

Age _____ Sex _____

Date of entrance into program _____ Years lived in San Diego _____

II. Perception of Needs and Services

Why did you come to E.C.C.? _____

_____

What types of help did you need when you came to E.C.C.? _____

_____

_____ Reading _____ Tutoring _____ Vocational

_____ Math _____ Special Registration _____ Counseling

The program was responsive to my needs:

	Never 1	Seldom 2	Occasionally 3	Sometimes 4	Regularly 5	Almost Always 6
_____ academically						
_____ vocationally						
_____ socially						

Comment: _____

Do you feel the experience was successful? _____ yes _____ no

Comment (for either response) _____

_____

In your opinion, how could you have been better served? _____

_____

Did you receive any testing while at E.C.C.? (instructor, speech therapist, psychologist) _____ yes _____ no

which _____

Describe your testing experience _____

_____

Was it a positive or negative experience? _____

_____

_____

Did (do) you receive information concerning your testing, program and performance?
Comment: _____

_____

_____

Do you feel the materials (work) provided to you were adequate and appropriate as you see your needs? _____

_____

_____

in interest: _____ level of difficulty: _____ variety: _____

Relate one positive experience you have had at E.C.C.: _____

_____

Were (are) you comfortable in the program? _____

_____

What would you change? _____

_____

_____

Mark all those you are willing to be in class with:

_____ students who have learning problems

_____ students who are physically disabled

_____ with deaf students

_____ regular students (non-handicapped, hearing students)

If given a choice, in your studies at E.C.C., would you prefer to work with a:

_____ man	_____ Chicano	_____ peer (deaf)
_____ woman	_____ White	_____ disabled/
_____ Black	_____ No preference	non-disabled

Comment: _____

_____

III. Behavior Perceptions

Attendance: Please rate yourself

After enrolling, I attended
_____ Never
_____ Seldom
_____ Occasionally
_____ Sometimes
_____ Regularly
_____ Almost Always

Performance in the program: Please rate yourself

_____ consistently good
_____ better than others
_____ OK, when I understand
_____ I could have tried harder
_____ I gave up easily
_____ I always tried by best
_____ I was afraid to ask questions when I didn't understand

IV. Attendance Factor Questions

A. For those still attending

Has there been a change in your goals? _____

_____

_____

Do you plan to continue in the program? _____ yes _____ no

Comment: _____

B. For those no longer attending

Why did you leave the program? _____

_____

Do you plan to re-enroll in the program? _____

_____

Checklists

Probably the easiest and most time efficient evaluation instrument is the Yes/No Checklist. While limited in scope of material and data generated, it answers quickly many of the mandated HSP&S requirements. College compliance items can be checked off each year and historical data can be developed and graphed showing changes in the individual check list items or in percentages of items accomplished during a particular time cycle. The major disadvantage is the lack of depth of information produced.

EXAMPLE - Parameters/Chancellor's Office

Program _____ Date _____

Evaluator _____

With regard to the Program Evaluation Component of the Comprehensive Plan found in section 56064.7 of Title 5, please check if these critical elements need to be addressed:

Checklist:

	Yes	No		
1.	___	___	a.	procedures which assess philosophical constructs described
2.	___	___	b.	procedures which assess the college's capability to identify the target population
3.	___	___	c.	procedures which assess the extensiveness and quality of services and programs for handicapped students
4.	___	___	d.	procedures which assess the goals/objectives and related activities for all these categories (physically, communicative, learning disability)
5.	___	___	e.	procedures which assess the coordination of human and material resources for handicapped students
6.	___	___	f.	procedures which assess the inservice training program for collegiate staff serving handicapped students
7.	___	___	g.	procedures which assess the college evaluation process
8.	___	___	h.	procedures which assess inter-agency coordination component
9.	___	___	i.	procedures which assess the budget process component
10.	___	___	j.	procedures which assess the appropriateness of the internal organizational structure, the communication process utilized and staffing patterns

Program _____ Date _____

Evaluator _____

With regard to Section 504 of the Federal Rehabilitation Act of 1973, the following Self-Evaluation and Checklist is directed toward examining all college policies, practices, and procedures related to employment of and access to programs and services received by handicapped students and/or non-students.

EXAMPLE - Monterey Peninsula Community College District

TABLE OF CONTENTS

APPENDIX VI: SECTION 504 SELF-EVALUATION AND CHECKLIST

A. Organization And Administration
B. General Prohibitions
C. Program Accessibility
D. Employment
E. Relation To Other Laws

SELF-EVALUATION AND CHECKLIST

The following is a checklist of general requirements that recipients should (and in many cases must) consider in their self-evaluation efforts under section 504 This checklist is based on provisions contained in the Department of Health, Education and Welfare's (HEW) government-wide regulations (Appendix III:B:1), and does not therefore reflect specific requirements that may be included in the rules of a recipients funding agency.

This checklist is designed to serve as a working guidance tool. In developing answers to the questions, a recipient will be preparing much of the information that section 504 requires. Use of the checklist should also assist a recipient in pinpointing areas where action is likely to be required to achieve compliance with section 504. Consequently, it is intended that the checklist be removed from the Handbook, copied and used in any way a recipient feels necessary. It should be emphasized, however, that this checklist appears for reference purposes, and is not intended as a substitute for individual judgment or analysis of the pertinent regulations issued pursuant to section 504.

"504" Self-Evaluation and Checklist

A. Organization and Administration (Chapter 800)

1. Who is responsible for coordinating compliance with section 504?

(name) _____

(title) _____

(organization) _____

(department) _____

(address) _____

(telephone number) _____

2. Describe the general organizational framework that will be developed for compliance with section 504 requirements, including lines of responsibility and communication.

3. List all federal funding agencies from which you receive "federal financial assistance," as this term is defined in the government-wide regulations (Appendix III:B:1, 85.3).

Describe measures that will be taken to obtain copies of the regulations issued under section 504 by each of these agencies, and to analyze specific requirements contained in each.

4. Describe steps that will be taken to become familiar with the hearing and enforcement procedures under Title VI of the Civil Rights Act of 1964, which are also applicable under section 504.

5. Describe measures to ensure that the required "assurance of compliance" form (Appendix III:G) will be executed properly and returned to your funding agency by the deadline.

6. Describe steps that will be taken to make certain that all employees and beneficiaries are notified of their rights under section 504.

7. Describe steps that will be taken to ensure that you consult with interested persons, including handicapped persons or organizations representing handicapped persons, in achieving compliance with section 504.

B. General Prohibitions (Chapter 200)

1. Describe measures that will be taken to ensure that no qualified handicapped person is denied the opportunity to participate in or benefit from any aid, benefit or service because of his or her handicap.

2. Describe measures to be taken that will ensure that qualified handicapped persons will be afforded opportunities to participate in or benefit from aid, benefits or services that are equal to those provided to nonhandicapped persons.

3. Describe measures that will ensure that aid, benefits and services provided to qualified handicapped persons are as effective as those provided to nonhandicapped persons in terms of affording equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.

4. Describe steps that will be taken to make certain that no different or separate aid, benefits or services are provided to handicapped persons unless such action is necessary to provide qualified handicapped persons with aid, benefits or services that are as effective as those provided to others.

5. Describe steps that will be taken to ensure that no "significant assistance" is provided to any agency, organization or person that discriminates based on handicap in providing any aid, benefits or service to beneficiaries of your program (including labor unions, employment services, providers of insurance and other employee benefits, and so forth).

6. Describe safeguards that will be installed to ensure that no qualified handicapped person is denied the opportunity to participate as a member of planning or advisory boards.

7. Outline general procedures that will be instituted to make certain that no qualified handicapped person is limited in his or her enjoyment of any right, privilege, advantage or opportunity enjoyed by others.

8. Discuss safeguards that will be employed to make certain that qualified handicapped persons are not denied the opportunity to participate in programs or activities that are not separate or different from those of non-handicapped persons.

9. Describe procedures that will be established to make certain that criteria or methods of administration, whether direct or through contractual arrangements, do not have the effect of subjecting qualified handicapped persons to discrimination, have the effect of defeating or substantially impairing the accomplishment of section 504 program objectives, or perpetuate the discrimination of another recipient of both recipients are subject to common administrative control or are agencies of the same state.

10. Describe steps that will be taken to make certain that communications with applicants, employees and beneficiaries are available to persons with impaired vision and hearing.

C. Program Accessibility (Chapter 300)

1. Describe the process that will result in an analysis of all programs and activities and all aid, benefits and services to determine the degree to which they are accessible to qualified handicapped persons. (All programs and activities, when viewed in their entirety, must be readily accessible to and usable by handicapped persons.)

2. Discuss the procedure that will result in the identification of all structural changes that are required to achieve program accessibility. (All such changes should be described in the required Transition Plan).

3. Discuss the schedule for completion of all work related to necessary structural changes.

4. Describe alternatives to structural change that will be employed or considered (e.g., rescheduling activities, redesign of equipment) in order to achieve program accessibility.

5. Discuss methods that will be used to involve handicapped persons (or organizations representing handicapped persons) in the development of the Transition Plan and other activities designed to achieve program accessibility.

6. Describe safeguards that will be employed to make certain that all new facilities (and facility renovations) are designed and constructed to be readily accessible to and usable by handicapped persons.

7. Describe the actions that will take place to ensure tha analysis and application of accessibility standards (e.g., ANSI standards) specified by your funding agency. (See ANSI checklist, 425.)

D. Employment (Chapter 600)

1. Discuss safeguards that will be used to ensure that all employment decisions are made without discrimination on the basis of handicap, and that such decisions do not limit, segregate or classify applicants or employees based on handicap in a way that adversely affects their opportunities.

2. Describe procedures that will be established to make certain that there are no formal relationships regarding employment (e.g., those with labor unions, employment agencies, and so forth) that have the effect of discriminating against qualified handicapped persons.

3. Discuss steps that will be taken to perform an analysis of the following aspects of your employment function to make certain that no discrimination based on handicap exists:
   - -- recruitment, advertising and the processing of applications for employment
   - -- hiring, upgrading, promotion, award of tenure, demotion, transfer, layoff, termination, right of return from layoff, and rehiring.
   - -- rates of pay or any other form of compensation and changes in compensation.
   - -- job assignments, job classifications, organizational structures, position descriptions, lines of progression, and seniority lists.
   - -- leaves of absence, sick leave or any other leave.
   - -- fringe benefits available by virture of employment, whether or not administered by the recipient.
   - -- selection and financial support for training, including apprenticeship, professional meetings, conferences and other related activities, and selection for leaves of absence to pursue training.
   - -- employer-sponsored activities, including social and recreational programs.
   - -- any other term, condition or privilege of employment.

4. Discuss the concept of "reasonable accommodation" as it will apply to you, and give some examples of accommodations that will be made to the known physical and mental limitations of otherwise qualified handicapped persons.

5. Discuss in general terms accommodations that would not be considered reasonable, because they would impose an undue hardship on your operation.

6. Describe procedures that will be employed to make certain that no employment tests or criteria are used if they discriminate against handicapped persons. Describe also procedures that will be used to ensure that employment tests are adapted for use by persons who have handicaps that impair sensory, manual, or speaking skills.

7. Describe methods that will be established to identify the job-related characteristics of tests and criteria used im employment decisions, since job-related tests are permitted even if they screen out handicapped persons.

8. Are you taking "remedial action" or "voluntary action" under section 504 or "affirmative action" under section 503?

   yes _____ no _____

   If "no," describe steps that will be taken to ensure that no preemployment medical exams are conducted and no preemployment inquiries are made as to applicant is a handicapped person or as to the nature or severity of a handicap. (Inquiries related to one's ability to perform effectively and safely are permitted.)

9. If offers of employment will be conditioned on the results of medical exams that will be taken by all entering employees, describe procedures to be employed to make certain that the results of such tests are not used in a discriminatory manner and that the confidentiality of such medical records will be preserved.

E. Relation To Other Laws (Chapter 500)

1. Do you have any buildings that have been owned, occupied or financed by the U.S. government since August 12, 1968?

   yes _____ no _____

   If "yes," discuss steps that will be taken to make certain that such buildings are in conformance with standards of accessibility issued pursuant to the Architectural Barriers Act of 1968.

2. Do you have one or more federal (sub)contract of $2,500 or more?

   yes _____ no _____

   If "yes," describe procedures that will be followed to make certain that all requirements of section 503 are followed, and that personnel policies, practices and procedures are consistent with standards contained in sections 504 and 503.

3. Do you have one or more federal (sub)contract of $50,000 or more?

   yes _____ no _____

   If "yes," describe the process whereby a formal affirmative action program will be designed and implemented.

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

SECTION 504
Self-Evaluation Checklist

Administrative Unit: _____

EDUCATIONAL PROGRAMS & ACTIVITIES:

	In Compliance	Possible Problem	Not Relevant
1.1. Admission and recruitment:	(admis.)	(recuit)	
1.2. Treatment of students and participants in college programs or activities:			
1.3. Academic adjustments:			
1.4. Financial aid:			
1.5. Student employment:			
1.6. Physical education, athletics, and similar activities:			
1.7. Counseling and placement services:			
1.8. Social organizations:			

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

SECTION 504
Self-Evaluation Checklist

Administrative Unit: Institution

PROGRAM ACCESSIBILITY:

	In Compliance	Possible Problem	Not Relevant
1.1. General:			
1.2. Existing facilities:			
1.3. Transition plan:			
1.4. New construction:			

MONTEREY PENINSULA COMMUNITY COLLEGE DISTRICT

SECTION 504
Self-Evaluation Checklist

Administrative Unit: _____

EMPLOYMENT PRACTICES:

	In Compliance	Possible Problem	Not Relevant
1.1. General:			
1.2. Contractural or other relationships:			
1.3. Reasonable accommodations:			
1.4. Employment criteria:			
1.5. Pre-employment inquiries:			

Survey

This approach is a present oriented method that examines or looks at things in a comprehensive way. For practical use, the differences between the survey and questionnaire are not really germaine to the purposes of this handbook. Surveys are most effective when congruence between the instrument and evaluation goals and objectives are maintained. The survey is most efficient when the evaluator is seeking large amounts and variety of data for comparison.

INSTRUCTIONS: DO NOT PUT YOUR FULL NAME

First initial of last name

Last four digits of social security

YOUR PARTICIPATING IN THIS SURVEY IS VOLUNTARY AND CONFIDENTIAL.

YOUR COOPERATION IS GREATLY APPRECIATED.

BACKGROUND INFORMATION

1. Who referred you to Mesa's program?

   _____
   Name of agency

   _____
   Position of person

2. When you first came to Mesa campus, whom did you have your first contact with:

   Counseling and Guidance Staff

   Handicapped student services staff

   Developmental Learning Lab staff

   Admissions Office

   Other (who) _____

3. How satisfied were you with this first contact?

very satisfied	somewhat satisfied	neutral	somewhat dissatisfied	totally dissatisfied

4. When did you first register at Mesa College?

   Semester: _____ Year: _____

5. Have you ever used special registration? Yes _____ No _____

   If so, when was the first time: Fall _____ 1975 _____
   Spring _____ 1976 _____
   Summer _____ 1977 _____

6. Please rate the following service according to how available they are, that is, can you get the service when you need it.

THE SERVICE	Always Available 5	Most of The Time 4	Sometimes 3	Seldom 2	Never Available When I Need It 1
Notetaking					
Tutoring					
Interpreting					
Reader					
Speech Pathology					
Counseling--					
Personal					
Vocational					
Mobility Aide					
Transportation					
Student Health (Nurse)					
Special Parking					
Mesa Library					
Independent Learn. Lab					
Developmental Learn. Lab					
Adaptive P.E.					
Child Development Center					
Financial Aids					
Extended Opportunity Prog.					
Veteran's Program					
Job Placement					
Security Office					
Work Study					
Materials for Handicapped (tapes, braille)					

7. Please go through the list of services below and

A. Put an X in the space to the left of those that Mesa provides but that you were unaware of.

B. Evaluate each of the services you have used according to how it assists you in attending school here at Mesa.

	THE SERVICE	Extremely Helpful To Me 5	4	3	2	1
	Tutoring					
	Interpreting					
	Reader					
	Mobility Aide					
	Counseling--					
	Personal					
	Academic					
	Vocational					
	Transportation					
	Special Registration					
	Adaptive P.E.					
	Student Health (Nurse)					
	Mobility Orientation					
	Independent Learn. Lab					
	Developmental Learn. Lab					
	Speech Pathology					
	Orientation for New Students					
	Child Development Center					
	Financial Aids					
	Extended Opportunity Prog.					
	Job Placement					
	Veteran's Program					
	Security Office					
	Handicapped Student Assoc.					

8. Are you having, or have you had, problems with teachers in any of the following areas?

_____ Test Taking. Explain:

_____

_____ Teacher's understanding your disability _____

_____

_____ Communication (speech or language impaired) _____

_____

_____ Other: _____

9. Are there any classes you would like to take that Mesa does not offer?

Please List:

_____

_____

_____

10. Are there any additional services which you feel you need to help you as a student?

_____

_____

_____

11. Have you joined the Handicapped Student Association?

_____ Yes _____ No Please comment: _____

_____

12. List any activities you would like to see the Handicapped Student Association carry out:

_____

_____

FOLLOW-UP SURVEY

In order to follow up on what you, our students, have planned after graduation, we are sending out this brief survey. We need your cooperation in gathering this important information.

Thank you for your help.

---

1. What is your disability?

_____Blind
_____Deaf
_____Hard of Hearing
_____Health Problem
_____Learning Disabled
_____Neurological Problem
_____Orthopedic
_____Partially Sighted
_____Speech LImitation
_____Other _____ (Please specify)

2. What degree/certificate did you receive at City College?

_____(AA) _____ (Certificate) _____ Other

3. What was your major? _____

4. What was your cumulative grade point average? _____

OTHER SCHOOLING

5. Did you attend a junior college, technical school, or university before attending City College? _____Yes _____No

If yes, what school, and where _____

_____

What was your major? _____

Did you receive a degree? _____Yes _____No

6. Do you plan to receive additional schooling after leaving City?

_____Yes _____No If yes, what school and where _____

_____

What will be your major? _____

What degree are you seeking? _____

7. Have you obtained a job since leaving City College? _____Yes _____No

If yes, what position _____

Name of company _____

Hours per week _____

8. Did you receive career/vocational counseling while you were at City College?

_____Yes _____no

If yes, from whom: Mark as many as appropriate.

_____Department of Rehabilitation _____Regular Counselor at City College

_____Counselor from the Resource Center _____Other

_____Disabled Student Services Counselor

9. Did you get any help in finding your job? _____Yes _____No

If yes, from whom? _____
(position)

_____
(location)

10. If you did not take a job after graduation what was the major reason.

_____I have plans to go on to school

_____I couldn't find a job, but I am looking

_____I can't afford to get off Social Security or other benefits

_____I have not looked for a job

_____I can't get to and from work

_____Other _____

11. Are you still looking for a job? _____Yes _____No

If yes, would you like to have some job placement assistance from San Diego Community colleges? _____Yes _____No

If yes, please give us:

_____
(name)

_____
(address)

APPENDIX C

56064.7 Program Evaluation

The determination of whether or not disabled students' needs are being met must be determined from an ongoing process of evaluation. The Adpative & Rehabilitative Physical Education Program will develop internal evaluation instruments and models which will survey both students and user groups. Equally important is an annual review of progress toward stated goals, investigation of the validity of defined goals, and revision of delivery systems to meet new and emerging needs. This annual review provides continuity for the systems and offers an opportunity to view programs and services as they relate to long term goals, as well as short term or quarter-to-quarter goals. Toward this end, the Evaluation Report designed by the Chancellor's Office personnel will be utilized as a basic tool. Data gathering of a qualitative nature will be a component of this report. Care has been taken to develop evaluation technology which attempts to improve IEPs on the program level.

56064.7.1 Procedures which Assess Philosophical Constructs Described

Implementation of the stated philosophy of De Anza College is paramount in the formation of an evaluation plan. As such, it is incumbent upon Special Education Programs to include within their measurement systems those areas specifically addressed in the Philosophy.

To be included in the assessment will be the effectiveness of the recruitment procedures, the implementation of open admissions, and open classes for the disabled, acceptance of these students into the service functions of the college not traditionally accustomed to serving disabled students' needs, the inclusion of students of all adult ages into the college courses and activities, and the appropriateness of special classes and supportive systems specifically designed to assist students to "move toward their next educational, vocational, or personal goal". (Master Plan)

The assessment of these procedures will be the responsibility of the administrative staff of the special education programs. Measurements will be made through examination of policies and practices with input from students, faculty, and community representatives. The follow-up surveys conducted by Physically Limited Program and other college staff will continue to be an objective measurement of the attainment of the goals addressed in the philosophy of the college.

56064.7.2 Procedures which Assess the College's Capability to Identify the Target Population

Assessment of college recruitment and information dissemination will focus on the program levels which old stated responsibility for such procedures. A review of college schedules, catalogs and other course-related materials will be made to assure their fair coverage of information which would make known college resources for disabled students. Special recruitment and information dissemination visits, workshops, seminars, and news media releases will continue. Self-referral and instructor or counselor referral will continue to be a major measurement point for assessment of on-campus identification of student procedures.

Administrative personnel hold assessment and report responsibility for these activities.

56064.7.2. Procedures which Assess the Extensiveness and Quality of Services and Programs for Handicapped Students

Quality programming and the extensiveness of appropriate services for disabled students will be reviewed directly through student input into the system, as well as through faculty and staff evaluations. Evaluations completed by students for courses and by programs in their follow-up surveys and through unsolicited written and verbal comments, will form a major component of this assessment.

Inherent in the evaluation of quality programming and services is the utilization made of such systems. Disabled students have available to them a wide variety of agency and other community college programs and services. It is not necessary to enroll only at De Anza College in order to receive such services. Disabled students' enrollment and participation in programs or supportive services can be considered an endorsement of those systems.

Individual evaluations of staff are annually compiled in accordance with District policies.

56064.7.4. Procedures which Assess the Goals/Objectives and Related Activities for all these Categories

Goals and objectives and the related implementating activities have been specified in Section 4. Each of these identified objectives will be measures to see if they are still relvant to students' needs and to determine if the identified activities are effectively achieving the desired outcomes. Each program head will be responsible for compilation of basic data, further review of the outcomes will be carried out with the assistance of other staff and student input.

56064.7.5. Procedures which Assess the Coordination of Human and Material Resources

The coordination of human and material resources receives ongoing review at De Anza. In particular, each Winter and Spring term, the staffing patterns and budgetary considerations receive an in-depth evaluation.

Continued emphasis will be maintained on the important need to conservatively utilize AB 77 funds and increase the growth and involvement of disabled students. It is hoped that past patterns and AB 77 indicate growth and development of both staff and increased budgets in some instances. Strategies utilized to achieve lower cost programs and better staff utilization have included redesigning of staffing patterns.

This procedure remains the responsibility of the administrative staff of the special education programs. Efforts to more effectively utilize these resources will continue to be stressed.

56064.7.6 Procedures which Assess the Inservice Training Program for Collegiate Staff Servicing Handicapped Students

Inservice training components will be assessed largely through evaluations compiled as the result of participant involvement and a survey conducted through program staff to ascertain if programs are meeting personnel and program needs. Measurement will also involve an appraisal of the degree to which inservice workshops, courses, etc. have been designed in accordance with the inservice needs assessment instrument utilized within programs.

College staff, administration, faculty and classified staff input will continue to be solicited to assist in the determination of what inservice can be effectively conducted. VEA requirements have brought about the development of two inservice manuals in special education which allow for procedures to assess inservice training and progress of collegiate staff in special education.

56064.7.7 Procedures which Assess the College Evaluation Process

Regardless of the procedures identified for evaluation of programs and services, the ultimate assessment is made through disabled students utilizing the systems to mainstream through college programs and activities of their choice and to lead successful and, to the extent possible, independent lives. Follow-up material will be compiled on such data of college graduates. The opinions of ex-students who participated in these services will also be accumulated to provide for a validation process. These two procedures should clearly indicate if the special education programs and supportive services are meeting students' needs. If data from these materials do not coincide with evaluation findings, it will be necessary to alter the college plans to more closely meet students' needs.

56064.7.8 Procedures which Assess Inter-Agency Coordination

De Anza has experienced strong support and active participation from agency personnel. The coordination responsibilities for this rest largely on Physically Limited Program personnel. Since a continuation of this active involvement and input system is to be desired of community if student needs are to be met and their goals achieved, any slow-down or cessation of such activities would need to be closely examined.

Administrative personnel, student involvement, Advisory Council and faculty appraisals of such activities will be sought in order to effectively assess these activities.

56064.7.9 Procedurs which Assess the Budget Process

As stated earlier, the budgetary process undergoes an extensive review throughout the year, and especially in the Winter and Spring terms of school. Budgets are compiled with considerable input from staff, proceed through several college levels of review, and are revised as necessary.

Ongoing budgetary monitoring is conducted by personnel holding budget responsi bilities. They meet periodically as a group to review budgetary needs, to share human and material resources in order to lower costs, and to plan for maximum use of resources to meet existing needs.

All of these budgetary procedures are further reviewed by business office personnel and by the internal auditor of the District.

56064.7.10 Procedures which Assess the Appropriateness of the Internal Organizational Structure, the Communication Process Utilized and Staffing Patterns

The internal organizational structure of the college was analyzed extensively in the Winter and Spring of 1976 with a resulting reorganization. A more in-depth analysis of programmatic organizational structure is under way currently through ongoing meetings among staff and through the collegewide participation in Management Development and Training Program for Colleges and Universities. This procedure is one of assessing the effectiveness of structure, administration and faculty, programs and services of the college and, from the data, development of a plan of action specifically designed to remediate areas of deficit. Administration, faculty, classified staff, and students are all involved in this procedure. This extensive examination of the effectiveness of the college programs and services is a concrete step toward impartial measurement coupled with designed procedures for producing solutions to college problems. Encompassed within this process are efficiency, avenues of communication and patterns.

Ongoing teams meet to maintain effective avenues of communication. Assessment of the validity of this process can best be measured in the understanding of the college about disabled students' needs and services and the effectiveness of the team members in identifying and resolving potential areas of misunderstanding.

Alterations in the staffing patterns, including some reductions in staff, make necessary a continual exchange between program managers. The cooperative efforts of the staff of all programs and support areas is routinely sought for alternative and more cost effective methods of meeting staffing needs.

Staffing patterns are also closely analyzed each winter and spring as personnel needs for the ensuing year are documented.

Also, each time a full-time staff, credentialed or classified, resigns, a review of that position is made to determine if the position is needed and/or if a change of job description and expectancies is appropriate. This is not lightly carried out, and in numerous instances, positions have been omitted or redesigned to meet the changing students' needs.

One basis for the evaluation of full-time staffing needs comes from utilization of part-time staff. In some areas where the need for staff may be less than expected for full-time staff person or where a need may be transitory in nature, part-time staff are employed. If, over time, a proven need is shown for full-time staff, such a request is made based on documented evidence of need.

EXAMPLE - Goals and Objectives - Cabrillo College

GOAL #6

To develop, implement, and maintain a procedure for evaluation of completed activities within the Comprehensive Plan

The delivery of comprehensive, effective and high-quality services is of utmost importance. Regular assessment, refinement, and modification of programs and services is an essential and integral part of the process of program improvement.

Evaluation is a process by which information is assembled to determine the success of a service, its consequences, and further goals. Both intended and unintended outcomes are considered. The process, as well as the consequence of a program, is analyzed to measure its effectiveness and impact on the total plan. By means of evaluation, a program can more closely approximate an ideal functioning state; it is not an end in itself. It is based on the goals, specific objectives, and related activities outlined in this plan. To implement an effective evaluation process, objectives have been identified:

1. To establish a filing and retrieval procedure in a centralized location
2. To establish a procedure for acquiring documentation forms from all appropriate programs for this central file
3. To establish a design for analyzing documents

GOALS: 6.0 To develop, implement, and maintain a procedure for evaluation of completing activities within the Comprehensive Plan.
OBJECTIVES: 6.1. To establish a filing and retrieval procedure in a centralized location.

ACTIVITIES	BY WHOM	TO WHOM	WHEN INITIATED	WHEN COMPLETED	DOCUMENTATION
6.1.1 To secure adequate filing materials and equipment to set up a filing system for the documentation necessary.	Secretary Supportive Services	Office	1/1/80	1/31/80	
6.1.2 To set up a system with numbers corresponding to Goals and Objectives and affix them to file folders.	Secretary Supportive Services	File System	2/1/80	2/15/80	
6.1.3 To establish a directory to the system which reflects the number system, to include a space adjacent to the activity and dates of completion.	Secretary Supportive Services	File System	2/1/80	2/15/80	
6.1.4 Designate a central location in-basket where all documentation should be deposited.	Secretary Supportive Services	Program Managers & Specialists	2/15/80	2/16/80	
6.1.5 File on a daily basis all documentation submitted noting the date of completion in the file directory.	Secretary Supportive Services	File System	O N -- G O I N G		

GOALS: 6.0 To develop, implement, and maintain a procedure for evaluation of completing activities within the Comprehensive Plan

OBJECTIVES: 6.2 To establish a procedure for acquiring documentation forms from all appropriate components for filing

ACTIVITIES	BY WHOM	TO WHOM	WHEN INITIATED	WHEN COMPLETED	DOCUMENTATION
6.2.1 Develop a memo describing the procedure used for an evaluation process requesting copies of all activities be sent to the Supportive Service Secretary for filing.	Secretary Supportive Services	Program Manager & Specialist	2/15/80	2/16/80	
6.2. Conduct a brief in-service training to explain in detail the evaluation process.	Director Supportive Services	Program Manager & Specialist	3/1/80	3/1/80	

GOALS: 6.0 To develop, implement, and maintain a procedure for evaluation of completing activities within the Comprehensive Plan.
OBJECTIVES: 6.3 To establish a program for reviewing documents reflective of completed activities.

ACTIVITIES	BY WHOM	TO WHOM	WHEN INITIATED	WHEN COMPLETED	DOCUMENTATION
6.3.1 On a bi-monthly basis review documents received to determine the progress of activities completed.	Director Supportive Services	Filing System	BI-MONTHLY		
6.3.2 To conduct an annual meeting for updating and revision of goals and objectives and activities	Director Supportive Services	Program Specialists & Managers	ANNUALLY IN OCTOBER		
6.3.3 To hold a year end meeting to discuss success and problems in achieving annual activities.	Director Supportive Services	Program Specialists & Managers	ANNUALLY IN JANUARY		
6.3.4 At the end of the program year, all documentation will be assembled into a binder for review and monitoring by the Chancellor's Office on-site audit team.	Secretary Supportive Services	Filing System	END OF PROGRAM YEAR		

GAVILAN COLLEGE

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

I. STUDENT IDENTIFICATION

Name_____ I.D. #_____

Telephone_____ Address_____

Program_____ Counselor_____

Parents (if appropriate)_____

Address_____ Phone_____

Vocational Major/Goal:_____ Reports to:_____

Referred By:_____ _____

Primary Language:

Home_____ Student_____ How Determined_____

II. ASSESSMENT INFORMATION

Indicate Present Levels of Student Performance if Applicable -

Based on: Developmental Summary_____ Speech and Language Report _____

Psycho-educational Reports_____ Physician's Report_____ (if appropriate)

Academic Achievement:_____

_____

_____

_____

_____

Communication Development:_____

_____

_____

_____

_____

Social Adaptation:_____

_____

_____

_____

Prevocational and Vocational: _____

_____

_____

_____

_____

Psychomotor: _____

_____

_____

_____

_____

Self-Help Skills: _____

_____

_____

_____

_____

III. PROGRAM INFORMATION

Special Education/Services
Program _____ Date of Enrollment _____

Projected Duration _____ Instructor(s) _____

_____

Rationale for Placement _____

(least restrictive concept)

_____

_____

_____

Services to be Provided to Reg. Instructors _____

_____

Vocational Programs _____

Additional Support Services _____
(Specify Date of Initiation and Duration
and Personnel Responsible) _____

_____

_____

Learning Styles:

Rate _____

Modality _____

_____

Learning Situation:

Time _____

Interaction _____

_____

Place, Materials, etc. _____

_____

_____

Student Interests, Talents, etc. _____

_____

_____

Behavior Strengths _____

_____

_____

Effective Reinforcers _____

_____

_____

_____

Special Instructional Media and Materials _____

_____

_____

_____

Personnel Responsible for Implementation of IEP _____

V. MEETING INFORMATION

IEP Meeting Date _____ Interpreter Required: Yes____ No ____

_____ _____

(Parent Signature if appropriate) (Administrator Signature)

Attended Meeting: Yes____ No _____ _____

(Specialist/Instructor Signature)

_____ _____

(Student Signature) (Other: position)

_____

(Other: position)

VI. PRIORITIZED LONG RANGE GOALS AND PERIODIC OBJECTIVES

Student Name _____

LONG RANGE GOAL _____ Periodic Objective(s) _____ (Specify time, observable behavior, evaluation conditions, and criteria.) _____ _____ _____ _____ _____ _____ Person Responsible _____ Date Established _____	Monitoring Goals and Objectives _____ Date _____ Achieved _____ Reviewed _____ Revision Recommended _____
LONG RANGE GOAL _____ Periodic Objective(s) _____ (Specify time, observable behavior, evaluation conditions, and criteria.) _____ _____ _____ _____ _____ _____ Person Responsible _____ Date Established _____	Monitoring Goals and Objectives _____ Date _____ Achieved _____ Reviewed _____ Revision Recommended _____

VII. SHORT TERM OBJECTIVES

INDIVIDUAL INSTRUCTIONAL PLAN (SHORT TERM OBJECTIVES)

To be completed by personnel responsible for implementation.

SS# _____

LONG RANGE GOAL _____

PERIODIC OBJECTIVE _____

_____

_____

_____

_____

LEARNING STYLE _____

_____

BEHAVIORAL STRENGTHS _____

_____

SHORT TERM OBJECTIVES (Section 3153 Title V Regulations 5-22-77)	INTERVENTION ACTIVITIES AND MATERIALS	MONITORING OF OBJECTIVES
94		Person or persons responsible for implementation _____ _____ _____ Reviewed _____ Date _____ Achieved _____ Date _____ Revision (recommended) _____ _____

APPENDIX D

BIBLIOGRAPHY

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APPENDIX E

GLOSSARY

Assessment	The act of gathering data, pooling information and making comparisons.
Assessment Instrument	Form used for gathering data.
Audit	See Education Program Audit.
Behavioral Objectives	A precise statement which answers the questions: Who will do what, when, and how well?
Benefit-Cost Ratio	An economic indicator of efficiency, computed by dividing benefits by costs.
Brainstorming	A form of group dynamics designed to encourage creative and imaginative thinking in problem solving through an uninhibited exchange of ideas.
Budgeting	The process of translating planning and programming decisions into specific projected financial plans for relatively short periods of time. A precise statement of the distribution of fiscal resources.
Community	All those individuals within the geographic boundaries of a particular school attendance area of school district who will be affected by the educational process taking place.
Comprehensive Planning	A complete planning process, which includes the following components: pre-planning, goal development; needs assessment; problem analysis; generation of alternative solutions; selection of alternatives; implementation; and evaluation. Planning which involves: (1) Consideration of all relevant factors; (2) Participation of all agencies and persons who should contribute to the development of a given plan; an extended time limit middle and long range planning.
Concern	The unrefined, unevaluated expressions that emanate from individuals or organizations in their attempts to identify needs of problems.
Concerns Analysis	The process of identifying all relevant facts, values, and policies related to a given concern; a technique used in problem identification.
Constraint	Obstacles or barriers (real world barriers) that already exist which may jeopardize or deter, in whole or in part, the successful accomplishment of the mission or its specified performance requirements.

Context Evaluation	Evaluation with the purpose of providing a rationale for determination of objectives for the system. It defines the environment, identifies unmet needs and unused opportunities and diagnoses constraints preventing their attainment. (Phi Delta Kappa, National Study Commission on Evaluation)
C.O.P.E.S.	A subsystem for evaluating programs and services for the handicapped in California Community Colleges. It represents a cooperative effort between local community colleges in California and the Chancellor's Office. COPES's function is to help a college assess what is in relation to what is desirable in occupational education. The thrust of the subsystem is self-study by the college itself.
Cost-Benefit Analysis	An analytical approach to decision making and problem solving involving the definition of objective and identification of the alternative that yields the greatest benefits for any given cost, or a required or chosen amount of benefits for the least cost. The analysis usually involves quantification (in dollars) of the alternative outputs.
Cost Curve	A graphical representation of the relationship of cost to another variable, such as output. It is conventional to construct these curves with costs along the verticle axis and the related variable along the horizontal axis.
Cost-Effectiveness Analysis	An analytical approach to decision making and problem solving requiring definition of objectives, generation of alternatives, and identification of the alternative that yields the greatest effectiveness for any given cost, or a chosen degree of effectiveness for the least cost. The term is usually used in situations in which the alternative outputs cannot easily be quantified in dollars.
Criteria	Premises on which priorities are established among alternatives in order to measure relative degree of desirability.
Critical Path	In P.E.R.T., and other network-based management systems, that sequence of events and activities that has the greatest negative, or least positive slack, or the longest path through the network.

Decision Matrices	A method of allocating resources, determining priorities, or selecting goals by graphically displaying the relationships of multiple interdependent variables in two or three dimensions. For example, one dimension of a decision matrix in education might be available funds while the other dimension might be faculty salaries, maintenance costs, library costs, etc.
Decision Variable	A variable over which one can exert some control, whose value one can choose as a result of a decision. The decision variable might be the amount of food one must eat to satisfy hunger.
Delphi Technique	A procedure for systematically soliciting and collating the opinions of experts on the future of a preselected subject through individual interrogations, usually by questionnaires. An attempt is made to achieve consensus of convergency of opinion by the feedback of results to the participants and recycling the process.
Deterministic Models	A mathematical abstraction of real world phenomena; a set of relationships among quantitative elements-parameters, variable inputs and variable outputs.
Diffusion	The process by which an innovation is adopted and placed in operation.
Discrepancy Analysis	The process of determining and analyzing the need, gap between "what is" and "what should be"
Dissemination	The distribution of information, ostensibly about a program, project, or activity worthy of emulation.
Educational Planner	A person skilled in the application of planning technology to the solution of educational problems, and whose job assignment is concerned wholly, or in large part, with educational planning.
Education Program Audit	An audit, or check, on the evaluation process, rather than an assessment of the program or project being evaluated. An audit can determine the appropriateness of the evaluation techniques used and evaluate the manner in which it was, or is being, conducted.
Effectiveness	The performance or output received from an approach or program. Ideally, it is a quantitative measure which can be used to evaluate the level of performance in relation to some standard, set of criteria, or end objective.

Evaluation	Activities undertaken in an attempt to determine the value and/or success of a program, project, technique, etc.; the act of making judgments based upon the data gathered.
Evaluation Plan	A set of activities, tasks, times, and responsible persons who will provide information for manager on each program component.
Feedback	In planning, feedback is the evaluative information which describes the functioning of a system and, when there are malfunctions, is used as the basis for revision or modification of the system.
Flow Chart	A pictoral description of a plan showing the interrelationships of all required events.
Forced Field Analysis	A decision making, problem solving technique in which values are placed upon positive and negative forces affecting goal attainment.
Formative Evaluation	The process by which evaluation data concerning ongoing implementation is provided to decision makers. It provides periodic checks to answer the question, "How well is it working?"
Functional Analysis	The process used to determine what functions or jobs must be done to accomplish the mission objectives.
Functions	In the context of the system approach, those things (actions) which must be done to accomplish the overall job.
Futures/Futuring	The use of techniques for the purpose of systematically exploring and comprehending future possibilities.
Gaming	A means of providing a simulated operational present or future environment to make possible multiple interactions among competing or cooperating players (not to be confused with game theory).
Generic	Relating to or characteristic of a whole group or class: general (Webster). Generic problem solving model is one which ostensibly may be applied to the process of seeking a solution for all problems of the kind for which the model is designed.
Goal	A statement of broad direction, general purpose or intent. A goal is general and timeless and is not concerned with a particular achievement within a specified time.

Goal Indicator	An occurrence or state of being that would be in effect should a goal be met. A fact or factor that will illustrate or amplify the goal statement.
Incremental Change (Incrementalism)	Change on a piecemeal basis, in which each step represents a slight shift from the status quo. Often referred to as "muddling through", it represents an alternative to thorough comprehensive planned change.
Implement	To carry out: fulfill, especially to provide a definite procedure to ensure fulfillment of a plan.
Indicator	A factor which is used to estimate the degree of goal attainment.
Innovation	Educational innovation is a new or different concept, methodology, organization or program that is systematically introduced into the classroom, school system and/or the state.
Input-Output Tables	Models of an economy which is segregated into sectors and in which explicit account is taken of sales and purchases between sectors. One set of parameters which is common to all such models are technical co-efficients; the technical co-efficients of an industry are the number of units of input of each industry which are required in order to produce one unit of output of the given industry.
Interface	In the system approach, the term applies to the specific relationship and/or interaction between elements or components of the system.
Interim Performance Objective	A behavioral objective that constitutes one step or phase in the achievement of a given terminal performance objective.
Iterative Process	A process for calculating a desired result by means of a repeated cycle of operations which comes closer and closer to the desired results.
Long-Range Planning	Planning which looks beyond the immediate problems of the next 5 years. The specific length of time considered is arbitrary.
Management by Objectives (MBO)	A managerial technique which seeks to improve managerial performance through clarifying individual responsibilities and authority, and relating them to results that must be achieved.

Management Model	A design for implementing the operations model. It includes (1) administration requirements; allocation of responsibility for function; (2) tasks, flow of operations (PERT); (3) costs, budgets and evaluation.
Methods-Means Analysis	The identification of all possible methods (strategies) and means (vehicles) for implementing each strategy, and the listing of the advantages and disadvantages of each for achieving one or more of the specified performance requirements identified in a system analysis.
Middle-Range Planning	Planning which covers a span of about 2-5 years into the future.
Mission	The job to be done, be it a product, a completed service, or a change in the condition of somebody.
Mission Analysis	The first major function involved in the analysis of a problem. Mission analysis includes (1) defining the overall mission objective; (2) determining the mission performance requirements; (3) determining mission constraints, and (4) determining the mission profile.
Mission Objective	A precise statement expressed in operational terms which identifies the overall intent of a mission.
Mission Profile	The major functions which must be performed to accomplish a mission. These functions are arranged in logical sequence and depicted in flowchart form.
Model	A generic description which may be applied to a related set of processes or situations. A schematic representation of the relationships that define a situation under study.
Monitor	To collect and analyze feedback during the implementation (ongoing) phase of a program or project.
Need	The difference between "what is" and "what should be". All institutional needs must be related to learner needs. Needs should be related to a problem rather than a solution.
Network	A flow diagram consisting of the activities and events which must be accomplished to reach the program objectives, showing their planned sequences of accomplishment, interdependencies, and interrelationships.

Objectives	Desired accomplishment which can be measured within a given time and which, if achieved, will advance the system toward a goal. Quantifiable desired outputs within a time and space framework. By achieving the objectives, progress toward the goal is advanced, for example, measurable learner behaviors. Goals, or results that the decision maker wants, or should want, to attain.
Operational Philosophy	An accumulation of identified values that are used as a kind of "guidance mechanism" in the problem solving approach. It is an organized arrangement of all the values generated through the concerns analysis procedures.
Operational Simulation	The manipulation of a mathematical or mechanical representation of a system or process, so that, by plugging in real or potential changes in the system environment, it is possible to observe the operation of the system in a variety of conditions.
Operations Model	A design for producing the system products. It includes procedures, tasks, jobs, designs, equipment, method means, and performance criteria.
Operations Research (O.R.)	The use of analytic methods adopted from mathematics and other disciplines for solving operational problems. Among the common techniques used in O.R. are linear programming, probability theory, information theory, Monte Carlo methods and queuing techniques.
Outcome	The product generated from an activity.
Parameter	A value which is held constant during some calculation. The parameters of a system or model are characteristics, some of which may be assigned selected values while examining the effects of variation in other characteristics of the system.
Participatory Planning	The involvement in the planning process of all groups and individuals (or representatives) affected by the educational policy.
Performance Budget	A budget based upon functions, activities and projects whose principal analytical orientation is the measurement of efficiency of operating units. For example, such a budget in an agency might require computation of the cost per unit of mail processed for one branch of the agency and the cost per loan application processed in another branch.

Performance Requirement	A series of criteria or standards by which the success or failure of the system or mission is to be ascertained. Normally, these are comprised of products, specifications, performance characteristics and restrictions, and they allow measurements to determine how well the system is performing with respect to the goal.
P.E.R.T.	P.E.R.T. (Program Evaluation and Review Technique) is a set of principles, methods, and techniques for effective planning of objective-oriented work establishing a sound basis for effective scheduling, costing controlling and replanning in the management of programs. It employs a product-oriented work breakdown structure, a network flow plan, elapsed time estimates, and identification of critical paths in the networks, a schedule, and analysis of the interrelated networks and other components.
Planned Change	A systematic and logical approach to planning for the future. There are two major aspects to planned change. (1) prediction, the accurate sensing of changing needs as reflected in societal goals, and the determination of necessary modifications in performance that will successfully accomplish these redefined goals, and (2) design, translating the predicted changes into specific individual behaviors relevant to successful completion of the goals.
Planning Capability	The organizational, procedural, technological, and support arrangements by which an agency has the capacity to apply problem solving processes to any problem which it may face.
Policy Planning	Planning for broad system goals and directions.
P.P.B.S.	(Programming-Planning-Budgeting-System) systemizes the (1) appraisal and comparison of various government activities in terms of their contributions to objectives (2) determines how a given objective can be attained with a minimum expenditure of resources (3) projects government activities over an adequate time horizon (4) compares the relative contributions of public and private activities to stated objectives and (5) allows for continuous revision of objectives, programs and budgets in the light of experience and changes in circumstances.

Problem Identification	A part of the needs assessment procedure which identifies relevant facts, values, and policies related to an expressed concern and then validates the concern as a problem in terms of accuracy, validity, feasibility, and criticality.
Program	A major agency endeavor, mission oriented, which fulfills statutory or executive requirements, and which is defined in terms of the principal actions required to achieve a significant end objective.
Program Budget	See Performance Budget
Program Category	A classification within a program structure which expresses the purpose of the program.
Program Element	A subdivision of a program category which comprises the specific products that contribute to an agency's objective(s).
Scaling	Any one of a variety of techniques developed for the purpose of quantifying and comparing subjective values and attitudes.
Scenario	The imaginative construction into the future of a logical sequence of events based upon current conditions.
Self-Study	The phase of a needs assessment in which the system gathers data to assess actual conditions (reality) relating to goals. These results may then be compared to the community and staff perceptions of system performance.
Sensitivity Analysis	A procedure by which different judgments are made about the value of a parameter and then an analysis is run with each of the different values to see what different effects result. The technique may be employed when the data base is non-existent or of such poor quality that other analytical methods cannot be employed reliably.
Short-Range Planning	Planning for immediate needs, usually for a time period not exceeding two years.
Simulation	An abstraction or simplification of a real world situation.
Social Accounting	An effort to conjecture about the future of a nation, social system or institution by determining the "sum" of a series of independent factors.

Strategy	A careful plan or method.
Sub-Goals	Objectives, or partial goals, the attainment of which are necessary components in reaching the larger goal.
Sub-System	Any given part of a total system which could, in its own context, be considered a system of its own.
Summative Evaluation	The evaluation of the product of a program or project. It answers the question, "How well did it work?"
System	The sum total of parts working independently and in interaction to achieve a common purpose.
System Analysis	The process of determining the parts of a system and the way in which they relate one to the other and with the total system. It is used during the problem solving process for identifying problems and analyzing a problem and setting goals.
System Approach	A technological method of problem solving, systematically utilizing formalized principles and analysis and synthesis. A system approach to education would attempt to consider every element in any environment related to a definitive problem.
System Synthesis	The process of determining the most relevant and most practical way to achieve a mission objective.
Target Group	A group within the general population toward which a program is aimed or on which it has a significant impact.
Tasks	Elements of a function which, when performed by people and things in proper sequential order, will, or should, resolve the parent function.
Task Analysis	The process of identifying the units of performance to be accomplished in order that the function from which they are derived may be accomplished.
Terminal Performance Objective	A behavioral objective applicable to the end product. In one context, terminal performance objectives may apply to the student product as he completes grade twelve; in another, they may apply to the student at the end of a course, etc.

Time Line	A graphic depiction of the occurrence of activities, past and/or future, in temporal sequence.
Variable	A characteristic which can take on different values.

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